DOCUMENT RESUME

ED 291 899 CE 049 707

AUTHOR Kohler, Judith
TITLE NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women.
INSTITUTION Women Employed Inst., Chicago, Ill.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Women's Bureau (DOL), Washington, D.C.
PUB DATE 87
NOTE 75p.; Additional funding provided by the Women's Bureau, U.S. Department of Labor.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; *Career Awareness; *Career Education; *Career Exploration; Curriculum; Early Parenthood; *Economically Disadvantaged; Females; *Nontraditional Occupations; Program Development; Program Implementation; Secondary Education; *Womens Education; Young Adults

ABSTRACT

This manual is designed for social service agencies, educational institutions, and other organizations who want to strengthen their programming for economicaly disadvantaged teenage girls and young women. It provides materials for the development and implementation of NEW PASS, a unique career awareness program that uses nontraditional employment exploration as a vehicle to build life planning skills and motivate adolescent girls and teen mothers to avoid early and/or additional pregnancy. The program is directed toward young women aged 14-19. The manual covers the reasons for sponsoring a nontraditional career awareness program for economically disadvantaged girls, decisions to make before starting (choosing a sponsor, selecting a site, recruiting participants, adapting the curriculum), and strategies for success. A section on planning the program and getting started considers logistics, staffing consideration, locating resources, and evaluating the program. An overview of the NEW PASS curriculum is presented, followed by detailed guidelines for each of the 20 2-hour sessions. These components are provided for each of the sessions in the curriculum: objectives, key concepts, activities, and suggested resources. Some materials used in the sessions are appended. (YLB)

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NEW PASS: Nontraditional Education for Women. Paths to Economic Self-Sufficiency

Illinois State Board of Education

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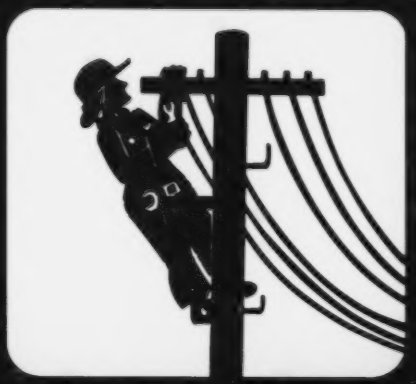

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BUILDING OPPORTUNITY

NEW PASS: NONTRADITIONAL EDUCATION FOR WOMEN, PATHS TO ECONOMIC SELF-SUFFICIENCY

A career awareness program for
economically disadvantaged girls and young women

by Judith Kohler

The Women Employed Institute
5 South Wabash, Suite 415
Chicago, Illinois 60603

1987

This manual was prepared under a funding agreement (MS-10-547) from the Illinois State Board of Education as part of their Building Opportunity Program. Building Opportunity is the single parent and homemaker program of the Illinois State Board of Education pursuant to the Carl D. Perkins Vocational Education Act of 1984. Opinions expressed in this document do not necessarily reflect, nor should they be construed as, policy or opinion of the State Board of Education or its staff.

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ACKNOWLEDGEMENTS

Many individuals and organizations shared their perspective and their expertise with us as we developed and tested the NEW PASS curriculum. The Women Employed Institute is especially grateful to the staff at Austin People's Action Center, Marillac House, and John Hope Community Academy, where we conducted pilot programs, for their assistance and encouragement.

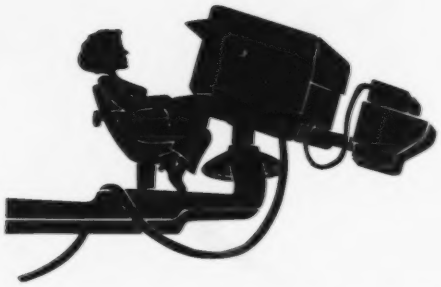
We also thank those who served as resource people, role models, and speakers. Most important, we thank the young girls and teen mothers who participated in the pilot project for sharing their lives with us and enabling us to evaluate and make important improvements in the program.

This project was funded by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, through the Carl Perkins Vocational Education Act. Additional funding was provided by the Women's Bureau, U.S. Department of Labor. The Women Employed Institute also gratefully acknowledges the support of the private foundations -- the American Express Foundation, the Albert Pick, Jr. Fund, the Sophia Fund, and the Relations Foundation -- which provided funding for an evaluation of the first year pilot.

INTRODUCTION

This manual is designed for social service agencies, educational institutions, and other organizations who want to strengthen their programming for economically disadvantaged young women and girls. NEW PASS is a unique career awareness program which uses nontraditional employment exploration as a vehicle to build life planning skills and motivate adolescent girls and teen mothers to avoid early and/or additional pregnancy. The program is directed toward young women aged 14 through 19 and is designed to provide them with information and experiences they are not likely to receive at home or in school.

NEW PASS was developed and tested by the Women Employed Institute, a national organization based in Chicago which conducts research, education, and advocacy programs aimed at achieving economic equity for women. NEW PASS is one of several innovative career decision-making programs developed by the Institute to help disadvantaged women and girls break the cycle of poverty and reach their full potential.



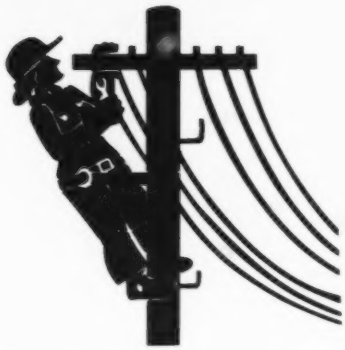
WHY SPONSOR A NONTRADITIONAL CAREER AWARENESS PROGRAM FOR ECONOMICALLY DISADVANTAGED GIRLS?

Economically disadvantaged teenage girls will not escape a lifetime of poverty and dependency if they perceive that they have few future options. Research shows that young women with low educational aspirations are more likely to become sexually active and to be at high risk of early pregnancy. The cost of having a child during one's teens may not be apparent to adolescents who do not expect to achieve in school and who lack adult role models employed in desirable jobs. Believing that they have no real opportunities and therefore no need to make life plans, these girls conclude that early pregnancy will not actually disrupt their lives or limit their future choices.

NEW PASS is designed to introduce economically disadvantaged girls and young women to a range of viable employment options and to promote their understanding of the need to make life plans. The program's focus on increasing awareness of nontraditional career options is unique. In order to break out of poverty, girls at high risk of early pregnancy and teen mothers must become aware of a wider range of occupations than those which have traditionally been held by women. These young women need information about career options

that can lead to economic self sufficiency; they need encouragement to pursue and train for higher-paying jobs that will allow them to support themselves and their families in the future.

The NEW PASS curriculum includes a variety of activities designed to help participants (1) expand their knowledge of the world of work, including nontraditional career options; (2) build self-esteem; (3) develop problem-solving and decision-making skills; and (4) increase their awareness of the need to make life plans. The curriculum is built around participatory activities rather than lectures in order to keep girls interested and involved in the program, with specific exercises designed to allow them to experience immediate success. Although the program's primary emphasis is career awareness, several special concerns including parenting, male-female relationships, and sexual violence are also addressed in problem-solving exercises.



DECISIONS TO MAKE BEFORE YOU START

Choosing a Sponsor

This project is designed to strengthen and enhance existing programs of social service agencies, educational institutions, women's groups, and community-based organizations. It can, for example, supplement ongoing public school counseling and career awareness programs. It can also be integrated in teen pregnancy prevention projects, incorporated in job training programs, or added to after-school activities at churches and community centers. Collaborative ventures, for example between a women's or community group and a social service agency, are another avenue to explore; such efforts can expand the pool of resources (facilities, funds, staff, support services) available for the program and avoid costly duplication of services.

Selecting a Site and Recruiting Participants

The NEW PASS curriculum is designed for economically disadvantaged young women aged 14 to 19 who are at high risk of early pregnancy or are already mothers. An agency's ability to recruit and retain participants who meet this profile should be a fundamental consideration in site selection. We recommend that group size be limited to no more than twenty participants;

a group of fifteen is preferable, especially for younger girls.

Other considerations for site selection include access to appropriate meeting room space, the availability of counseling or referral for girls with special problems, access to child care services, and the availability of resources to help participants meet basic human needs such as housing, food, and health care. Because teen mothers face such enormous problems in their daily lives, we strongly recommend that career awareness programs for this group be housed in agencies that provide other support services for teen mothers. We also recommend that groups conducting collaborative ventures outline the specific responsibilities of both parties in writing.

Adapting the Curriculum

The NEW PASS curriculum includes twenty weekly sessions, each approximately two hours in length. (Work site visits and field trips may take longer.) The program was designed to provide continuity from session to session; the curriculum can be adapted, however, to meet a shorter time frame since several sessions have similar themes and purposes.

We recommend that sessions other than field trips be conducted at the same time each week. If most of the participants attend school, the program should be held after school hours; if the program is being conducted in conjunction with a specific school, however, it can be held during the regular school day.

STRATEGIES FOR SUCCESS

Encourage active participation. The idea that learning can be fun is fundamental to the NEW PASS curriculum. The importance of encouraging girls to participate actively in all aspects of the program cannot be overemphasized. Discussions are far more effective than lectures. Draw on the girls' personal experiences in problem-solving and decision-making exercises to make these more relevant to their lives. Set up role-playing situations. Ask for volunteer hostesses for each session who will meet and introduce speakers and assist with other aspects of the program. Get the girls moving and out of their chairs; physical activities such as practicing self-defense techniques and trying out physical fitness training activities at a nontraditional work site are designed to enliven the sessions. Limiting group size to between fifteen and twenty girls will help insure that all are able to contribute to discussions and participate in activities.

Establish a positive learning environment. Session facilitators and support staff should work hard to create a positive learning environment for NEW PASS participants. Serving snacks and encouraging informal conversation at the beginning of sessions will help establish a relaxed atmosphere.

Praise participation and call on girls who may appear to be shy. Set up a "buddy system" so each girl has a supportive partner during exercises. Encourage group rapport by pointing out often that the girls share many similar concerns. Build group identity and a sense of belonging by encouraging the girls to feel proud to be part of this program. Keep participants informed of upcoming special activities. Take photographs throughout the program that can be displayed at "graduation" or given to the participants at the conclusion of the program.

Don't panic over discipline problems. Be firm, but never "put down" anyone's response or behavior. Try not to let a situation get out of control; anticipate that some girls may be quick to anger and may fight. Enlist the support of the rest of the group to keep order; other participants' disapproval of disruptive behavior can help prevent or diminish explosive situations. Participants who act as hostesses can also help keep the activity on course.

Be flexible. The NEW PASS curriculum allows flexibility in scheduling and session content. There will always be snags: an employer may cancel a field trip at the last moment, a speaker may be delayed, a date will have to be changed because of a conflict with another program, a participant's pressing personal problem may surface during a session. Most sessions can be rescheduled; a late speaker can allow more discussion about a prior session; a personal issue can be shared with the

group and support given.

Provide as much continuity as possible. Each session in the NEW PASS curriculum is designed to build on the preceding session. Although sessions need not follow exactly the sequence outlined in this manual, certain program elements should precede others for maximum effectiveness. We recommend that sessions allowing the girls to establish rapport with each other and staff be held before any guest speakers are invited or field trips scheduled. We also recommend that at least one session devoted to building self-esteem, one on the world of work, and one in which participants assess their own interests and abilities be held to prepare girls for subsequent work site visits and sessions with role models.

Reinforce learning of major concepts. Sessions dealing with self-esteem, the world of work, problem-solving, and life planning issues are interspersed to provide variety. The curriculum includes suggestions for weekly assignments designed to strengthen learning of basic program concepts. In developing your own assignments, try to make them accessible and fun: for example, after a session with role models in nontraditional fields, ask the girls to list examples of women on TV who hold nontraditional jobs and discuss their answers at the beginning of the next session.

PLANNING THE PROGRAM AND GETTING STARTED

Logistics

If you are planning to conduct this program in cooperation with another agency or organization, exploring potential sites and co-sponsors should be your top priority. Depending on the population you plan to serve, schools, community centers, and churches are all good places to start your search. Allow a month to visit potential sites, make a final selection, and develop an agreement spelling out specific responsibilities of all parties.

Plan to take at least one month to develop your agenda for the program and fill in the curriculum outline with specific activities using resources in your local community. Assemble the materials you want to use; compile a list of potential speakers and field trips; schedule and plan each session you want to include.

Establish the profile of the group you want to serve and set enrollment criteria (e.g., age, income level, school status, etc.). Determine whether participants will need child care, transportation, or other support services in order to attend the program, and assess your agency's/site's ability to provide access to such services and cover their cost. Develop

your recruitment plan and begin to recruit participants. If you will be working in a school, enlist the help and support of the principal and counselors; if you are working at a community center, explore whether you can draw participants from other existing programs.

Meet with staff from local agencies and schools and with community leaders. Tell them about the program and enlist their input and support. Invite them to visit. Find out if they can help recruit participants and provide or refer you to resources in the community.

Staffing Considerations

How you decide to staff NEW PASS will depend on your agency's existing personnel structure and program priorities. The basic staff functions described here are intended as a model for allocating roles and resources within your own framework.

We recommend designating someone in the sponsoring agency as part-time project director responsible for developing and supervising all aspects of the program. The project director should be knowledgeable about poverty, teen pregnancy, and career development issues and should have the ability to locate and use community resources. If you are conducting the program in conjunction with or at a site provided by another agency, the project director should establish a management-level liaison with that agency which will allow for detailed ongoing communication. A person designated the program coordinator can

be responsible for planning and conducting day-to-day program activities. The program coordinator will contact speakers, arrange field trips, compile classroom materials, maintain program records, and attend all sessions.

A parent aide, who lives in the community, can be hired to help keep attendance records, set up the site, purchase food when necessary, remind participants of upcoming sessions, and make arrangements for child care and transportation needed by individual girls. The program coordinator and parent aide responsibilities can be combined. We strongly recommend that at least one of these roles, however, be filled with someone who lives in the same community as program participants.

Locating Resources -- Work Site Visits, Speakers, Role Models

Ask your local school district's counseling and vocational education departments for suggestions for work site visits. They may have a listing of employers who have agreed to allow tours.

Ask the girls participating in your program if there are any work sites they would especially like to see. If so, call the company's director of public affairs/community relations to try to arrange a visit. Don't hesitate to call an employer that doesn't usually provide tours -- the company may simply never have been asked before.

Contact the Private Industry Council (PIC) which oversees job training programs in your area as well as your local business groups and chamber of commerce. Ask them for

suggestions for work site visits.

Arrange visits to your local police and fire departments. Public sector agencies are usually very responsive to requests from community groups.

Schedule at least one visit to a work site at which participants can observe people in a variety of different jobs, e.g., a television or radio station or a newspaper plant. When making arrangements, be specific about what you would like: ask whether girls can talk to employees, meet female workers, tour the facility, etc.

Local women's and minority organizations can help put you in touch with potential role models and speakers. Use your own contacts -- ask a male carpenter or police officer if he knows any women in his field. Your local chapters of the Illinois Caucus on Teenage Pregnancy, Red Cross, and the United Way may be able to help you find speakers on special topics like self-esteem.

Don't overlook your local community college speakers' bureau. Your own agency's board of directors or members may also be able to help you gain access to a variety of contacts and resources. (See the appendix for a list of Illinois resources; if you are conducting NEW PASS in another state, use the list for ideas about similar organizations in your area.)

Evaluating the Program

Before you hold your first session, decide whether you want to measure changes in participants' attitudes, their

reaction to the program content, or both. If you want to document changes in participants' self-concept and work attitudes statistically, be certain to use an instrument that is appropriate for NEW PASS's primary focus -- to increase participants' knowledge of employment options and help them make life plans. (Examples of assessment tools are included in the appendix, A-1, A-2, A-3.) You may also wish to use a self-esteem or depression inventory to assess whether any participants need individual counseling and to make appropriate referrals.

An easy and effective way to monitor participants' reaction to program content is to have them complete an evaluation form at the end of each session. Comments can be used as a basis for making modifications while the program is in progress; participants should also be asked to write an overall evaluation at the end of the program. (See appendix, A-4, for sample evaluation form.)

THE NEW PASS CURRICULUM

AN OVERVIEW OF THE NEW PASS CURRICULUM

The NEW PASS curriculum is comprised of twenty two-hour sessions. The first five sessions establish a foundation for the rest of the program, and should be conducted in order. The sequence of the remaining sessions may be rearranged.

The curriculum includes the following sessions in sequence:

1. Orientation
2. Building Self-Esteem
3. Life Planning
4. Introduction to the World of Work
5. Choosing a Career
6. Assertiveness through Self-Defense
7. Nontraditional Employment and Self-Sufficiency
8. Job Training/Work Site Visit
9. Teen Pregnancy
10. Problem Solving
11. Male-Female Relationships
12. Job Training/Work Site Visit
13. Nontraditional Employment and Self-Sufficiency
14. Job Training/Work Site Visit

15. Self-Assessment (Parenting, if working with teen mothers)
16. Job Training/Work Site Visit
17. Planning for Employment
18. Understanding Emotions
19. Job Training/Work Site Visit
20. Graduation

The content of the NEW PASS curriculum can also be expressed and evaluated in terms of the following educational objectives:

* Objective 1: Increase awareness of the need to make life plans (sessions 1, 3, 9, 10, 15, 17)
* Objective 2: Increase self-esteem (sessions 2, 6, 11, 18)
* Objective 3: Increase knowledge of training and employment options (sessions 4, 7, 8, 12, 13, 14, 16, 17, 19)
* Objective 4: Increase awareness of the effects of sex stereotyping (sessions 4, 7, 13)
* Objective 5: Increase self-awareness of abilities and interests (sessions 2, 5, 15, 20)

"ORIENTATION"

(Session 1)

Objectives

1. Introduce staff and explain program to participants.

2. Encourage participants to begin to think about life planning and career options.

Key Concepts

Staff members should welcome participants, introduce themselves, and talk about their own interests and work. Explain that this is a very special program to help participants learn how to make decisions and plan for their future.

If you are going to conduct any pre/post assessments, distribute the instruments. Be certain to explain why you are asking the girls to answer these questions.

The first session is intended to introduce the girls to the overall program and establish basic ground rules and expectations. It should conclude with an introductory discussion about nontraditional careers -- what they are and why access to them is important to women.

Activities

1. Ask each participant to introduce herself and tell the

group something about herself.

2. Distribute the agenda and schedule for the program. Ask if there are any questions or suggestions. Do not promise anything that you are not certain you can deliver.

3. Establish ground rules for participating in the program. Explain that just as you have a responsibility to provide a good program for the participants, each of them has a responsibility to the program. Have each participant sign a contract agreeing to participate in the program and follow established ground rules. (See appendix, A-5, for sample.) Enrollment forms and parental permission forms should also be completed at this time.

4. If possible, give each girl a diary to record her impressions of the program and to use for program assignments.

5. Assign each girl a "buddy" by drawing names at random. Have buddies meet with each other and then report to the entire group two interesting things each learned about the other.

6. For the next session, ask each girl to look for examples of women in nontraditional jobs (on television or real life) and report on her observations for Session 2.

Suggested Resources

1. Women's Bureau, U.S. Department of Labor. Women in Nontraditional Careers (WINC): Curriculum Guide. Washington, DC: U.S. Superintendent of Documents, 1984.

2. Cauley, Constance Drake. Time for a Change: A Woman's Guide to Nontraditional Occupations. Washington, DC:

Technical Education Research Centers, U.S. Department of Education, 1981.

"BUILDING SELF-ESTEEM"

(Session 2)

Objectives

1. Increase participants' sense of self-esteem.

2. Increase participants' awareness of their own interests and abilities.

Key Concepts

Explain that this session is about self-esteem. Ask everyone to participate, tell the truth, and listen carefully to one another.

Defining self-esteem should be the focus of group discussion. Encourage participants to express their feelings about themselves. Discuss why it is important for them to like themselves. Explain that the way one presents oneself to others has an impact on how one will be treated. Emphasize the value of treating oneself and others well.

Activities

1. Have the girls sit in a circle for this session. First, ask each to state her name and to tell the group a favorite thing about herself. Point out that how one says something about oneself is as important as what one says.

2. Have the girls choose partners and decide who is

partner A and who is partner B. Tell the Bs to go first: the assignment is to talk about themselves to their partners for three minutes. At the end of three minutes, discuss what was easy and what was hard about the exercise. Next, have the A group do the exercise. Point out that while it may be hard to talk to other people about oneself, it can also be helpful. Explain that not sharing one's feelings and concerns can make a person feel different from others and isolated.

3. Have the girls change partners. Tell each to describe to the other what she would like to be. Discuss the difference between this and the previous exercise -- most people would rather talk about what they want to be than about what they are. Point out that everyone wants to be special and important and to feel good.

4. Explain that to be treated well, one must treat others well. Have each girl compliment her partner, then others. Tell the girls to move around the room saying nice things to each other and to the staff. Discuss how complimenting others makes one feel about oneself.

5. For the next session, ask each girl to be prepared to describe something she did that made her feel good.

"LIFE PLANNING"

(Session 3)

Objectives

1. Increase participants' awareness of the need to make life plans.

2. Help participants evaluate the way they make decisions.

Key Concepts

Exercises and discussion should focus on helping the girls realize that it is better to plan major life events such as education, pregnancy, and employment than to make impulsive decisions based on insufficient knowledge. Discuss how one gains decision-making power as one grows older and the value of getting as much information as possible before making a decision.

Discuss decision-making patterns and encourage the girls to give personal examples. Show how various decisions may affect one's ability to achieve specific goals. Point out that individual needs must be considered in making decisions about how to achieve one's goals.

Activities

1. Distribute the "Looking Ahead" timeline (see appendix, A-6) and ask the girls to list special events in their past lives as well as events that they expect to occur as they grow older. For example, from ages birth to 10 years, one might list starting school, moving to a new home, or the birth of a

sibling; from ages 10 to 20, one might list having a baby, finishing school, getting a job, etc. Ask the girls what events they listed. Using the timeline as a basis for discussion, show the girls that as they grow older they have more control over their lives - for example, although they didn't decide when and where they would start school, they **can** decide whether to finish school, have a baby, or get a job.

2. Encourage the girls to talk about their goals, the kinds of decisions they will need to make to achieve their goals, and how to best predict the outcome of a particular decision. For example, a girl who has dropped out of school may say that she would like to get a high school diploma and has to decide whether to attend regular high school or try for a G.E.D. Discuss the advantages and disadvantages of each option, e.g., when it is most convenient for her to take classes, whether she needs child care, how she will get to the study center or school, how much each alternative costs. Emphasize that individual needs help determine the best choices.

3. Distribute and explain "Decision-Making Patterns" (see appendix, A-7). Have each girl describe a decision she recently made and decide what pattern it fit. If you are working with teen mothers, this may be a good opportunity to discuss what influenced their decision to have a sexual relationship, what they have learned from it, and how it will affect their future. For girls at high risk of early

pregnancy, this exercise offers the opportunity to raise the issue of how sexual activity can affect one's ability to achieve future goals.

4. For the next session, ask each girl to set a short-term goal and to be prepared to describe what steps she has taken toward its achievement.

Suggested Resources

1. Hunter-Geboy, Carol; Casey, Sean; Renner, Sarah; and Hardy, Leslie. Life Planning Education, A Youth Development Program. Washington, DC: The Center for Population Options, 1985.

2. Bingham, Mindy; Edmondson, Judy; and Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. El Toro, CA: Published by Advocacy Press, Distributed by Mission Publications, 1984.

3. Gassman, Roberta and Deutsch, Nancy. Increasing Options through Life/Work Planning. Madison, WI: University of Wisconsin-Extension.

"INTRODUCTION TO THE WORLD OF WORK"

(Session 4)

Objectives

1. Introduce participants to the range of career options available to them.

2. Increase participants' awareness of the effects of sex

role stereotyping.

3. Increase participants' awareness of the advantages of nontraditional careers.

Key Concepts

This session builds on the Session 3 theme that a well-informed person is able to make better decisions. Its major purpose is to introduce participants to the idea that they have more career options than they may think and that good career decision-making involves considering many factors -- one's own interests and abilities, necessary education and training, expected salary and benefits, actual employment opportunity.

Stress the advantages of nontraditional careers -- high salaries, established career ladders, good fringe benefits, on-the-job training, a greater variety of schedules and shifts, opportunity for overtime work and pay. Point out that objections to nontraditional work are often the result of outmoded, stereotypical ideas about what women can or should do. Objections such as the work is too dirty, women are isolated, there is no contact with other people, the physical demands are too great can be countered by pointing out that women's duties in traditional jobs can be applied to nontraditional jobs. For example: all kinds of soil and dirt are encountered in hospitals, yet women work as nurses, aides, and cleaning people; there are "one-woman" offices where the female secretary is the only woman working with all male lawyers and salespeople; waitresses carry heavy trays; mothers

carry babies, groceries, laundry; nurses lift patients.

Activities

1. Consider holding this session at a local community college to give the girls the opportunity to visit such an institution. Your community college will usually lend you the use of a classroom and equipment for the session and arrange for you to take participants on a tour of the building and campus.

2. Begin the session by asking the girls to react to statements such as these: women should be the power behind a man, but not the one out in front; women should express their opinions honestly, even if this means they will disagree with a man; it is appropriate to divide work into "men's work" and "women's work"; women should follow any vocation they wish even if this violates tradition.

3. Show a film or videotape about women in nontraditional fields. Discuss the film with the group.

4. For the next session, ask each girl to think of a nontraditional job she might be interested in.

Suggested Resources

1. The Catalyst staff. <u>It's Your Future!</u> Princeton, NJ: Peterson's Guides, 1984.

2. "Breakout: Women in the Trades." (Southwest Television, 1979). A videotape of an auto mechanic, a construction worker, a truck driver, a firefighter, and an

electrician discussing what it's like to be a woman in a male-dominated field.

"CHOOSING A CAREER"

(Session 5)

Objective

1. Increase participants' awareness of their own interests and abilities and how these are related to making career choices.

Key Concepts

This session places career exploration in the context of why people work. It should begin with a general discussion of what motivates people to work. Stress the value of being economically self-sufficient as well as the non-material rewards of making the right career choice.

Each girl should complete an individual career interest inventory. Explain how occupational preferences, future plans, job values, abilities, and interests can help a person identify an appropriate career cluster and select an occupation within that cluster.

Activities

1. Discuss the career decision-making process. Encourage the girls to think about and rank in order of importance the different things work can provide, e.g., a sense of achievement, money, variety, the opportunity to form personal

relationships, public recognition, etc. Discuss what kinds of work and work environments are best suited to specific interests and goals.

2. Have each girl complete a career interest inventory. Emphasize that there are no right or wrong answers. Point out that everyone has special talents and individual preferences. The inventory will help each girl discover her preferences and how they relate to possible career choice. (Provide additional explanation of the specific inventory you choose.) After the girls complete the inventory, ask them for their reactions to what they learned about themselves.

3. For the next session, ask the girls to think about what immediate steps, if any, they can take toward their career goals.

Suggested Resources

1. Invite a guidance counselor from your local school district or community college to lead this discussion and/or explain the career inventory. This person may also be able to provide the assessment instruments.

2. Harrington, Thomas and O'Shea, Arthur. "Career Decision-Making System." Circle Pines, MN: American Guidance Service.

"ASSERTIVENESS THROUGH SELF-DEFENSE"

(Session 6)

Objective

1. Increase participants' ability to assess and handle difficult situations.

Key Concepts

All women and girls need information about how to avoid and prevent potential sexual assault. Some of the participants may already have experienced a violent incident or know another person who has been a victim. Encourage the girls to examine what they have been told about why women are attacked and whether they should defend themselves. (Be prepared to make individual referrals for counseling if any girls reveal personal experiences that have not been resolved.) Discuss why men rape and try to dispel common myths about rape, e.g., that the victim is to blame.

This session's "message" is that increasing one's strength and learning to protect oneself are empowering. Focus on personal safety -- how to avoid dangerous situations and, when necessary, how to defend oneself. Demonstrate practical physical self-defense techniques. Encourage daily exercise for physical fitness.

Activities

1. Discuss and/or role play different types of dangerous situations and how best to handle them. Ask the girls to name places that might be dangerous; discuss how they can try to

judge whether they are being followed or a person is likely to accost them. Urge them to trust their instincts whenever they find a situation uncomfortable. Emphasize that it is always best to avoid a potentially dangerous situation.

2. Invite someone who teaches self defense to explain and demonstrate basic techniques. Have the girls practice these techniques.

3. For the next session, ask each girl to describe a situation in which she was assertive or showed strength.

Suggested Resources

1. For women's self defense information and group demonstrations in Chicago, contact Chimera, Inc., 10 South Wabash, Suite 602, 60603. In other areas, possible resources include the physical education department or women's center at your local college, a private school or club that teaches self defense, and the YMCA/YWCA.

2. For information and speakers on sexual assault, contact the Illinois Coalition Against Sexual Assault, 527 East Capitol, Suite 100, Springfield, IL 62701.

"NONTRADITIONAL EMPLOYMENT AND SELF-SUFFICIENCY"

(Sessions 7 and 13)

Objectives

1. Introduce participants to successful women in nontraditional jobs who can serve as role models.

2. Increase participants' knowledge of and interest in nontraditional career options.

3. Reinforce participants' perception that women can be successful in nontraditional jobs. (Session 13)

Key Concepts

This session gives participants the opportunity to meet and talk with important role models -- women who are successful in nontraditional careers. Discussion should focus on the advantages of nontraditional jobs and how women can overcome both obstacles to obtaining required education and training and on-the-job barriers.

Ask your speakers to explain why they chose their work and to tell personal stories about their achievements, how their families feel about their work, and what it's like to be a woman in a male-dominated job. Discuss creative strategies for finding child care, purchasing necessary tools, arranging for transportation. Underscore the need for persistence and self-confidence and demonstrate that these can result in independence.

Activities

1. Invite three or four women working in different nontraditional jobs to address the group. Select women whose backgrounds are similar to those of participants, who have children, and who became economically self-sufficient by working at a nontraditional job. (See appendix, A-8, for a list of nontraditional occupations for women.)

2. Have the girls sit in a circle with the speakers. Ask girls designated as hostesses to introduce and welcome each speaker. Ask the girls to guess each speaker's occupation.

3. Have each speaker address the group for about ten minutes. Allow an additional ten minutes for questions of each speaker. After all the speakers have finished, conduct a general discussion focusing on similarities and differences between each speaker's job and how she reached her goal.

4. For the next session, ask each girl to name two nontraditional jobs that she sees daily.

Suggested Resources

1. In Chicago, Chicago Women in Trades, 37 South Ashland, can help you locate women in the skilled trades to serve a role models/speakers.

2. Local police and fire departments, labor unions, women's organizations, and the speakers' bureau at your community college can also help you locate speakers. Ask men who work in fields you would like represented if they have any female co-workers. Your public aid office and Private Industry Council may be able to help you locate women who have completed nontraditional job training programs. You can also try the public relations/community affairs director at a local manufacturing or construction company.

3. Polit, Denise F. Building Self-Sufficiency: A Guide to Vocational & Employment Services for Teenage Parents. Jefferson City, MO: Humanalysis, Inc. 1986.

4. Nickel, Phyllis Smith and Delany, Holly. Working with Teen Parents, A Survey of Promising Approaches. Chicago, IL: Family Resource Coalition, 1985.

"JOB TRAINING/WORK SITE VISIT"

(Sessions 8, 12, 14, 16, 19)

Objectives

1. Introduce participants to an actual job training or work environment.

2. Give participants the opportunity to talk with students and/or employees in nontraditional jobs or training programs.

Key Concepts

At least four sessions should be scheduled as visits to work sites or job training centers. Site visits provide a unique opportunity for building career awareness -- participants can see for themselves what tasks are involved in a specific job and can ask questions of the person performing the job. Encourage the girls to talk with the people they meet and to participate in whatever tasks they might be invited to try. Depending on the circumstances of the tour, you may be able to arrange a more formal discussion between participants and the employer/trainer representative or employees.

In selecting sites, look for places that will both appeal to teenagers and expose participants to as many different

fields and jobs as possible, e.g., a newspaper office or television station.

Activities

1. Brief the girls about what to expect and how to behave prior to the work/training site visit.

2. If possible, try to have the girls meet with site representative(s) to get an overview before they tour a facility. Arrange an opportunity for them to talk with female employees. The visit should conclude with a general discussion of their observations.

3. Some employers may allow the girls to try specific tasks. For example, at a firefighter training center, they may be able to try on equipment and climb a ladder.

4. Suggested follow-up assignments for work/training site visit sessions include asking participants (a) to observe and describe the differences and similarities between the sites they are visiting and the work environments with which they are familiar, e.g., school, grocery store, etc.; (b) to observe how television portrays women in both traditional and nontraditional roles and to think about whether these portrayals accurately reflect the real world of work; (c) to describe a work situation which demonstrates sex role stereotyping; (d) to discuss whether any of their attitudes about work and women's roles have changed as the program progresses.

Suggested Resources

1. See the section "Planning the Program and Getting Started, Locating Resources" for an overall summary of how to locate resources for work/training site visits.

2. To locate education and training centers, contact your local area vocational center and Private Industry Council as well as local labor unions. If you know a woman who owns a business which has facilities for a tour, try to schedule a trip there.

3. For Chicago-area programs, we highly recommend a field trip to Washburne Trade School at 31st Street and Kedzie Avenue. Washburne offers training in the skilled trades and in a variety of apprenticeable occupations.

4. Chicago Area Pre-College Engineering Program (300 West Adams, Chicago, IL 60606). CAPCEP Resource Handbook. Lists and describes organizations and companies which provide presentations, audiovisual materials, curriculum materials, and/or tours.

5. Chicago Public Schools' Career Education Resource Handbook. Lists employers who offer job site visits. Contact the Director of Community Resource Programs, Chicago Public Schools, Department of Vocational and Technological Education, 1819 West Pershing Road, Chicago, 60609.

"TEEN PREGNANCY"

(Session 9)

Objectives

1. Reinforce participants' understanding of the importance of making life plans.

2. Increase participants' awareness of the disadvantages of early and/or additional pregnancy.

Key Concepts

The primary purpose of this discussion is to communicate the negative consequences of early pregnancy to girls who are at high risk. Emphasize that pregnancy changes one's life, e.g., one may lose current friends; one's activities will be considerably more restricted; one's resources will have to be shared with another. Focus, too, on how having a baby can interfere with future plans like finishing one's education. Discuss why girls get pregnant -- peer pressure, lack of information about or access to birth control, fear of losing a boyfriend.

If you are working with a group of teen mothers, discuss why they got pregnant and how it changed their lives. Focus on the relationship between planning a pregnancy and achieving career goals. Teen mothers' hope that their children will have better lives than they do can help motivate them to set goals and make planned decisions. Emphasize that it is still possible for them to change the course of their lives.

Activities

1. If you are working with girls at high risk of early pregnancy, invite several teen mothers to talk to the group about their experiences. Younger girls are often much more receptive to their slightly older peers than they are to an instructor or facilitator. Be certain to prepare both groups. Encourage the younger girls to ask serious and substantive questions and the teen mothers to be honest in offering their opinions and advice.

2. If you are working with teen mothers, try to arrange for them to speak to a group of younger girls as outlined above. This can be an excellent self-confidence building opportunity for them.

3. If it is not possible to arrange a meeting of the two groups, show a video or film about teen pregnancy and use it as a basis for discussion of this session's key concepts.

4. For the next session, ask the girls to set a goal and describe what steps they will take to achieve it.

Suggested Resources

1. "Teen Pregnancy and Prevention: The Hard Facts - Part I, The Choices - Part II." A filmstrip about issues facing pregnant girls and the choices that confront them after they give birth. Contact: Career Guidance Center, Region 8, 226 West Jackson, 6th floor, Chicago, IL 60606.

2. "Speaking for Ourselves." A videotape of teen parents talking about their experiences. Contact: Parents Too Soon,

Illinois Department of Public Health, 535 West Jefferson, Springfield, IL 62761.

3. To locate teen mothers as speakers, contact: Illinois Caucus on Teenage Pregnancy, 100 West Randolph Street, 6th floor, Chicago, IL 60601.

"PROBLEM SOLVING"

(Session 10)

Objectives

1. Provide an opportunity for the participants to discuss difficult issues in their lives.

2. Increase participants' awareness of the ways in which values affect behavior.

Key Concepts

Discuss what values are and why they are important, how they are acquired, how they affect behavior, and how one can use them to make better decisions. Help participants identify their own values. Demonstrate that people's behavior generally reflects their values.

Encourage the girls to be comfortable about discussing what they believe in. Stress that values are very personal. Explain the importance of being sensitive to and respecting others' views.

Activities

1. Show a film or videotape (or use an episode of a

familiar television show) as the basis for a discussion about values and how they influence behavior. Choose a film or program which portrays circumstances and experiences with which your group can identify. (For example, we recommend "Crisis on Federal Street," a Public Broadcasting System documentary about life in Chicago's Robert Taylor Homes housing project, for girls familiar with that experience.)

2. Ask the girls for their reactions to the film or program. Did they identify with any of the people portrayed? Why or why not? Was the film realistic? Would they have behaved differently from the people in the film under the same circumstances? Who did they like and dislike and why?

3. Ask the girls to define what is meant by the term "values." Distribute the "Rank Your Values" exercise (see appendix, A-9) and discuss why they rated some values as more important than others. Encourage the girls to think about how their values influence their behavior. Ask them to try to explain how they developed a specific value which is important to them. Explore how this value affected a past decision or might affect an upcoming decision. Remind them that they will understand themselves and others better if they perceive behavior in the context of values.

4. For the next session, ask the girls to be prepared to give an example of how a good friend's values influenced a specific action and to describe how their own values influenced their reaction to the friend's behavior.

Suggested Resources

1. See Life Planning, Session 3.

"MALE-FEMALE RELATIONSHIPS"

(Session 11)

Objectives

1. Increase participants' understanding of common dynamics in male-female relationships.

2. Increase participants' awareness of male perspectives on relationships and family life.

Key Concepts

The purpose of this session is to allow participants to discuss their concerns about relationships with men and to help them understand that ideal relationships do not exist and good relationships require work.

Define the characteristics of a good relationship. Stress the importance of communication in building trust. Point out that we sometimes expect more of our partners than we are able to give ourselves -- for example, we may demand absolute fidelity but not reciprocate. If you are working with a group of teen mothers, discuss how their children affect their relationships with men. Encourage both teen mothers and girls at risk of early pregnancy to share their perceptions of fathers' role in the family and fathers' responsibility to help care for and support their children.

Encourage the girls to assess the qualities they bring to a relationship. Stress that they are worthwhile individuals with much to offer. Emphasize that they can change the things they don't like about themselves. Ask how their choice of a partner relates to their view of themselves.

Activities

1. Have at least one male discussion leader for this session.

2. Divide the girls into small groups of two or three and ask them to list four characteristics of an ideal relationship. Record their answers on a chalkboard or flip chart. Ask them to tell why they chose these characteristics.

3. Point out that no one person is likely to have all the qualities listed. Have the girls try to reach consensus on which are the four or five most important ones. Discuss why these are important and how they affect a relationship.

4. If you are working with teen mothers, have them discuss their children's role in their relationships with men. Are the children's fathers supportive? In what ways? How do the girls feel about the fathers? Why?

5. For the next session, ask the girls to describe a good father-child or male-female relationship they have observed.

Suggested Resources

1. To locate a male discussion leader, contact: The Ounce of Prevention Fund, 188 West Randolph Street, #2200, Chicago, IL 60601; Illinois Male Adolescent Network (IMAN),

535 West Jefferson, Springfield, IL 62701, Attention: Curt Davies; Illinois Caucus on Teenage Pregnancy, 100 West Randolph, Chicago, IL 60601. Also consider asking your school guidance counselor or a local social service center for suggestions.

2. Leavy, Walter. "Fathers Who Walk Away." Ebony magazine. August 1986.

3. Children's Defense Fund. "Declining Earnings of Young Men: Their Relation to Poverty, Teen Pregnancy, and Family Formation." Washington, DC: Children's Defense Fund's Adolescent Pregnancy Prevention Clearinghouse, May 1987.

"SELF-ASSESSMENT"

(Session 15 for girls at risk of early pregnancy)

Objective

1. Increase participants' understanding of the interrelationships among identifying and building skills, one's level of self-esteem, and career choice.

Key Concepts

This session reinforces the concepts introduced in Session 5, "Choosing a Career," and Session 10, "Problem Solving." Help the girls focus on the things they do well and discuss how such knowledge can be useful in career exploration. Discuss the relationships between liking one's work and being

successful and between experiencing success and building self-esteem.

Explain that no one is skillful in all areas. Discuss the importance of identifying one's weaknesses and working to diminish those which may be obstacles to goal achievement. Stress the importance of completing school, selecting a realistic career path, and choosing an appropriate course of study.

Activities

1. Divide the girls into small groups of four. Give each girl a worksheet asking for the following information: (a) What do you think is your greatest personal achievement to date? (b) List three things you do well. (c) What is one thing you would like to improve about yourself?

2. One person from each group should serve as spokesperson and share the entire group's answers. Record the answers on a chalkboard or flip chart. Preserve anonymity -- tell the group not to identify any person with a specific response.

3. Select several of the weaknesses and strengths identified by the group as the basis for a discussion about why self-awareness is an important part of career exploration. Ask whether anyone was surprised by her own reaction to the worksheet; talk about why it is sometimes difficult to admit that one has weaknesses.

4. Ask the girls to name several different careers.

identify and discuss both the personal qualities and the general skills needed for success in the fields selected.

5. Ask if anyone is willing to talk about her personal career goals, the skills she has that will be useful, and what things she will need to work on. Ask why she selected this particular career and what values were involved in making her choice.

6. For the next session, ask the girls to be prepared to state what steps they have taken or plan to take to improve a weakness that might be an impediment to a career goal.

Suggested Resources

1. See Life Planning, Session 3.

"PARENTING"

(Session 15 for teen mothers)

Objective

1. Increase participants' knowledge of child development.

Key Concepts

Explain the different stages of child development and what can reasonably be expected of children at different stages. Describe the levels of muscular development and language skill of toddlers through primary school-aged children and point out how much parental help in performing tasks is desirable at each level of development. Discuss why it is important for mothers to distinguish between their needs and their children's needs,

and explain that a mother's emotional reaction to someone else can be misdirected at her child. Explain that parents can be most effective when they respond positively to their children, help children understand what is happening in the family, and give children reassurance.

Activities

1. If possible, invite a child development expert to address the group.

2. Ask the girls if they can remember themselves at about age three. Point out that if they can remember events at such an early age, so can their children.

3. Ask the girls to think of things their children do which make them happy and things which make them angry. List these on a chalkboard or flip chart. Discuss what a mother can do to elicit a positive or a negative response from her child and whether the child really can control certain behaviors. Emphasize that children are responsive to the emotional climate around them. (See appendix, A-10.)

4. Encourage the girls to share concerns about their children's behavior. Discuss how they handle difficult situations and discuss alternative responses. (If you think a specific mother's responses indicate a need for professional help, follow up individually.)

5. Distribute information about child development for participants to take home.

6. For the next session, ask the mothers to be prepared

to describe a positive experience they had with their child that week.

Suggested Resources

1. To locate a speaker with child development expertise, contact your local office of the Illinois Department of Children and Family Services; the Illinois Caucus on Teenage Pregnancy, 100 West Randolph Street, Chicago, IL 60601; the Ounce of Prevention Fund, 188 West Randolph Street, Chicago, IL 60601; Mid-America Red Cross, Child Life Network, 43 East Ohio, Chicago, IL 60611; the home economics department of your local school district, or the early childhood education or psychology department of your local college.

2. For materials about parenting, contact: MELD (Minnesota Early Learning Design), 123 North Third Street, Minneapolis, MN 55401. MELD provides information about normal child development and realistic expectations of a child's capabilities and behavior. MELD's Young Moms program (MYM) is a primary prevention program that intervenes in the life of teen mothers during pregnancy and throughout the first two years of the child's life in an effort to prevent child abuse and neglect. MELD can tell you if there is a MYM program operating in your area.

3. Picturing Development. DHHS Publication #(OHDS) 8431138. Washington, DC: U.S. Department of Health and Human Services, 1984. This publication features simple language and drawings describing a child's development.

"PLANNING FOR EMPLOYMENT"

(Session 17)

Objective

1. Increase participants' knowledge of job training opportunities and the job-hunting process.

Key Concepts

Although some of the participants may be too young or temporarily unable to work, they can work at developing skills that will help lead to a job. Point out the value of volunteer and part-time work in acquiring job skills and building references and contacts.

Emphasize the importance of investigating the education and training needed for specific jobs. Urge the girls to complete their education and to take courses appropriate to their interests and career plans. Discuss the various job training and education programs available in your community and the supportive services, such as child care and financial aid, which make these programs accessible.

Explain the basic components of a job search including how to find job openings, apply for a job, and act during an interview. Stress the importance of being punctual and dressing well for interviews. Discuss the general qualities and skills an employer looks for in every employee.

Activities

1. Invite representatives from local job training and youth corps programs to talk about what they offer. (Contact

your Private Industry Council to identify appropriate programs.)

2. Ask the girls to imagine having enough money to buy a business and to list the kind of business they would choose. Have the group select one of the businesses suggested. Ask the girls to list the jobs needed to operate the business and the qualities people hired for these jobs should have. Focus on two or three of the jobs cited. Discuss competition for these jobs from both the employer's and the job applicant's point of view.

3. Encourage the girls to discuss their own career goals and what they are doing to acquire necessary skills. Ask them to identify life events that might hamper their progress.

4. Discuss how to find out about job openings.

5. Invite the girls to role play interview situations. Identify a position in a particular kind of business. One girl should be the employer, one the candidate. Try to have several role play situations with different girls.

6. For the next session, ask the girls to locate a job opening which interests them.

Suggested Resources

1. For speakers in Chicago, contact: Jobs for Youth, 67 East Madison, Suite 1900, Chicago, IL 60603; in other areas of the state, try the Youth Services Bureau.

2. McGee, Elizabeth. Training for Transition, A Guide for Training Young Mothers in Employability Skills. New York,

NY: Manpower Demonstration Research Corporation, 1985.

"UNDERSTANDING EMOTIONS"

(Session 18)

Objectives

1. Increase participants' understanding of how to handle stressful situations.

2. Provide an opportunity for participants to build self-esteem and improve their communication skills.

Key Concepts

Explain that one's level of self-esteem strongly influences achievement. Reinforce the concept discussed in Session 2, i.e., if a person thinks she is good and lovable, she will seek good situations and not tolerate bad ones for very long. Point out that people with low self-esteem often feel they should be punished while people with high self-esteem are more likely to have satisfying jobs and relationships because they feel they are deserving.

Discuss sources of stress. Explain that although stress is often part of life, people can learn to cope with it. Encourage the girls to identify sources of stress in their lives and to talk about their own coping mechanisms. Emphasize the value of having a positive outlook. Explain how negative emotions such as anger and fear can lower a person's energy level while positive feelings can be energizing. Remind

participants to take good care of themselves emotionally and physically.

Activities

1. Have the girls sit in a circle. Ask them to identify someone they know who has high self-esteem and why. Is the person sensitive to others' needs? Does the person love herself? Does she take good care of herself?

2. Ask each girl to tell the group about some of her positive attributes, emphasizing that each should feel she is a special person right now. Explain that a person who does not receive enough love often expects to be mistreated, abused, or hurt because she thinks that is the only way to get attention. Emphasize the importance of liking oneself.

3. Discuss diet and exercise and their relationship to good health.

4. To demonstrate the value of good communication, have several pairs of girls converse before the group. Each pair should take turns talking and listening, and each girl should try to ask questions that demonstrate her interest in the other. Have the girls choose an issue to discuss or suggest problem situations: resisting a boyfriends' pressure to have sex, dealing with being picked on by one's teacher or parent. Point out that when trying to resolve a problem with another person, one should attempt to distinguish between feelings about the problems and feelings about the person.

5. Ask the girls to describe a stressful situation in

their past or current lives and discuss with the group how to handle it. Encourage the girls to try to find someone (counselor, teacher, relative, friend) in whom they can confide.

6. For the final session, ask each girl to write down her comments about the program or to be prepared to give her opinion verbally.

"GRADUATION"

(Session 20)

Objectives

1. Assess the overall program and encourage participants to move forward with their plans.

2. Reward good attendance and effort.

Key Concepts

Create a celebratory atmosphere. Congratulate the girls for completing the program and review their accomplishments during the program. Reward them for their participation with certificates of completion. Encourage them to share their comments about the program and thank them for all the ideas they shared with you. Have fun.

Activities

1. If you are using any assessment instruments, these should be completed before proceeding with the rest of the session.

2. If possible, serve refreshments and have music.

3. Invite members of a local theater company or theater students to attend this session to present several short skits and/or help with special role playing exercises. The girls can select topics for improvisation by the actresses; they can also participate.

4. Call each girl to the front of the room to give her a "diploma" and photographs taken during the program. State several positive things about each girl as you present her awards.

5. If you are able to get a local business to donate products (cosmetics, records, jewelry) or gift certificates (food, clothing), give these to the girls. Try to have one of everything. If this is not possible, give special awards for best attendance, most participation, or best hostess, but have an award for each girl.

6. Ask the girls to share their comments about the program with the group.

ILLINOIS RESOURCES

CAREER GUIDANCE/SEX EQUITY

Building Fairness Resource Center
Rehn Hall 133
Southern Illinois University
Carbondale, IL 62901
800/624-5592

Career Guidance Center Network
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Curriculum Publications
Clearinghouse
Western Illinois University
46 Horrabin
Macomb, IL 61455

Illinois Building Fairness
Consultants
(call the one closest to you)
DeKalb- 815/758-8597
Springfield- 217/525-3163
Glen Ellyn- 312/858-2300
Ext.2904
Chicago- 312/984-2769
Mattoon- 217/235-3131
Belleville- 618/277-9830

Illinois Occupational Information
Coordinating Council
217 East Monroe
Suite 203
Springfield, IL 62706

Illinois State Board of Education
DAVTE
100 North First Street
Springfield, IL 62777

Illinois Vocational Curriculum
Center
Sangamon State University
F-2
Springfield, IL 61601
800/252-IVCC

Project on Equal Rights Education
1112 13th Street NW
Washington, DC 20005
202/332-7337

WEEA Publishing Center
Education Development Center
55 Chapel Street
Newton, MA 02160
800/225-3088

CHILD DEVELOPMENT

See also Teen Pregnancy

Chicago Association for Education
of Young Children
410 South Michigan
Chicago, IL 60605
312/427-5399

Chicago Dept. of Human Services
Youth and Family Services
7th Floor, 500 North Peshtigo
Chicago, IL 60611
312/744-0887

Illinois Association for
Education of Young Children
764 Haish
DeKalb, IL 60115
815/753-6355

Illinois Department of Children &
Family Services
Office of Child Development
1020 South Wabash
Chicago, IL 60605
312/793-8700

Illinois Department of Children &
Family Services
1 North State
Capital Plaza
Springfield, IL 62706
217/785-2509

MELD (Minnesota Early Learning
Design)
123 North 3rd Street
Minneapolis, MN 55401
612/332-7563

Mid-America Red Cross
Child Life Network
43 East Ohio
Chicago, IL 60611
312/440-2252

JOB TRAINING

Bureau of Apprenticeship Training
US Department of Labor
230 South Dearborn
Chicago, IL 60604
312/353-4690

Chicago Association of Commerce and Industry
200 North LaSalle
6th Floor
Chicago, IL 60601
312/580-6900

Department of Commerce and Community Affairs
620 East Adams
Springfield, IL 62701
217/785-6006
(can help you identify your local Private Industry Council)

Illinois Job Training Coordinating Council
Department of Commerce and Community Affairs
620 East Adams, 6th Floor
Springfield, IL 62701
217/785-6017

Jobs For Youth
67 East Madison
Suite 1900
Chicago, IL 60603
312/782-2096

Midwest Women's Center Apprenticeship Program
53 West Jackson Boulevard
Chicago, IL 60604
312/922-8528

Project CHANCE
Public Aid Offices throughout the State
800/327-5627

Project SKIL
33 West Congress Parkway
Chicago, IL 60605
312/922-0202

Washburne Trade School
3233 West 31st Street
Chicago, IL 60623
312/312-4400

Youth Employment Service
901 Wellington
Elk Grove, IL 60007
312/956-0310

Note: also contact your local Private Industry Council for help in locating local job training programs. Also check with the Job Service, IL. Department of Employment Security, in your area.

MINORITY ORGANIZATIONS

Chicago Urban League
4510 South Michigan
Chicago, IL 60653
312/902-6907

Latino Institute
228 South Wabash
Chicago, IL 60604
312/663-3603

Minority Economic Resources Corp.
161 East 154th
Harvey, IL 60426
312/596-8290

NAACP (South Side)
7 East 63rd Street
Chicago, IL 60637
312/353-4690

NAACP (West Side)
3921 West Roosevelt Road
Chicago, IL 60624
312/826-4311

ROLE MODELS

See also Women's Organizations

Building Fairness Role Model Bank
available from:
Building Fairness Resource Center
Rehn Hall 133
Southern Illinois University
Carbondale, IL 62901
800/624-5592

Chicago Women in Trades
37 South Ashland
Chicago, IL 60607
312/942-1444

Coalition of Labor Union Women
323 South Ashland
Chicago, IL 60607
312/738-6128

Illinois Women in Law Enforcement
PO Box 2422
Northbrook, IL 60062

SELF DEFENSE/SEXUAL ASSAULT/ DOMESTIC VIOLENCE

Chicago Abused Women's Coalition
PO Box 476608
Chicago, IL 60647-6608
312/278-4110

Chicago Loop YWCA
Women's Services
37 South Wabash
Chicago, IL 60603
312/372-6600

Chicago Met. Battered Women's
Network
PO Box 29019
Chicago, IL 60603
312/372-6600 or 312/521-5501

Chicago NOW
53 West Jackson
Chicago, IL 60604
312/922-0025

Chicago Sexual Assault Services
Network
2730 West 15th Pl. Room 361
Chicago, IL 60608
312/277-6080

Chimera, Inc.
59 East Van Buren #714
Chicago, IL 60605
312/939-5341

Illinois Coalition Against
Domestic Violence
937 South 4th Street
Springfield, IL 62703
217/789-2830

Illinois Coalition Against Sexual
Assault
527 East Capitol
Suite 100
Springfield, IL 62701
217/753-4117

Northwest Action Against Rape
PO Box 483
Mt. Prospect, IL 60056
312/228-0990

Rape Victims Advocates
25 West Chicago
Chicago, IL 60610
312/649-1855

SEXUAL RESPONSIBILITY

See also Teenage Pregnancy

Chicago Planned Parenthood
17 North State Street
Chicago, IL 60602
312/781-9560

Illinois Planned Parenthood
527 East Capitol
Suite 113
Springfield, IL 62701
217/522-6776

Peer Power Project/
Awareness and Development for
Adolescent Males
Chicago Public Schools
1819 West Pershing
Chicago, IL 60609
312/890-8963

TEENAGE PREGNANCY

IL Caucus on Teenage Pregnancy
100 West Randolph Street
6th Floor
Chicago, IL 60601
312/621-0023

Ounce of Prevention Fund
188 West Randolph Suite 2200
Chicago, IL 60601
312/853-6080

Parents Too Soon
IL Department of Public Health
535 West Jefferson Street
Springfield, IL 62761
217/782-0554

TEENAGE PREGNANCY--MALE RESPONSIBILITY

AHTDS Prevention Resource Center
800/252-8951

IMAN (Illinois Male Adolescent Network)
535 West Jefferson
Springfield, IL 62701
attn: Curt Davies
217/782-0554

Mental Health Services of Southern Madison County/Parents Plus
2024 State Street
Granite City, IL 62040
618/877-4420

Project Manhood
Westside Holistic Family Health Center
5437 West Division Street
Chicago, IL 60651
312/921-8777

VOCATIONAL EDUCATION

Hispanics in Vocational Education
500 South Dwyer
Arlington Heights, IL 60005

Illinois Association for Black Americans in Vocational Education
c/o Dr. Wilbur Campbell
SIU--Edwardsville
Box 107
Edwardsville, IL 62026
618/692-2131

Illinois Council on Vocational Education
100 Alzina Building
100 North First Street
Springfield, IL 62702
217/782-2892

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

National Center for Research in Vocational Education
Ohio State University
Columbus, OH 43210

WOMEN'S ORGANIZATIONS

American Association of University Women
Chicago Branch
600 North McClurg Court
Chicago, IL 60611
312/337-0050

Black Women's Network
2403 East 75th Street
Chicago, IL 60649

Business and Professional Women's
Club of Illinois
528 South 5th Street
Springfield, IL 62701

Career Connection/
Minority Women's Center
PO Box 7467
Chicago, IL 60680

Chicago NOW
53 West Jackson
Chicago, IL 60604
312/922-0025

Chicago Women in Trades
37 South Ashland
Chicago, IL 60607
312/942-1444

Illinois NOW
522 East Monroe #700
Springfield, IL 62701
217/528-2077

Illinois Women's Agenda
118 North Clinton
Room 200
Chicago, IL 60606
312/726-1526

Illinois Women's Political Caucus
5011 Alicia Drive
Alton, IL 62002

Latinas in Illinois
2750 West North Avenue
Chicago, IL 60647
312/292-1200

League of Black Women
405 North Wabash
Chicago, IL 60611
312/527-1061

Mexican/American Business and
Professional Women's Club
1649 Downs Avenue
Calumet City, IL 60649

Mujeres Latinas En Accion
1823 West 17th Street
Chicago, IL 60608
312/226-1544

National Council of Negro Women
Room 555
407 South Dearborn
Chicago, IL 60604
312/277-6080

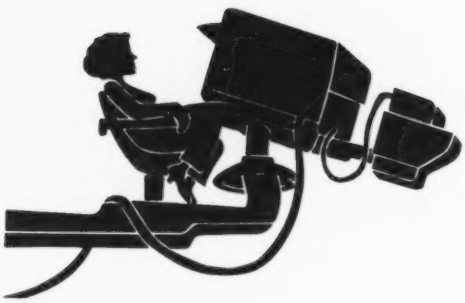
Organization of Chinese/American
Women
234 Spring Green Drive
Downer's Grove, IL 60516

Southwest Women Working Together
2301 West 63rd
Chicago, IL 60636
312/436-0550

Women Employed
5 South Wabash, Suite 415
Chicago, IL 60603
312/782-3902

Zonta International
35 East Wacker Street #2040
Chicago, IL 60601
312/346-1445

Also, be sure to check at your
local library for additional
resources in your area. Other
local agencies to contact
include: labor unions, voc/tech
institutes, colleges and
universities, area women's
groups, etc.



APPENDICES

LEARNING ABOUT MYSELF

_____
(name)

1. Some jobs I might like to have are:

_____ _____
_____ _____

2. The person I most admire is _____
I admire this person because _____
_____

3. I talk to others about my goals and plans. (circle answer)
YES NO SOMETIMES

4. The people I most often discuss my goals and plans with are:
PARENTS FRIENDS TEACHERS/COUNSELORS FAMILY MEMBERS NO ONE

5. I make decisions easily.
YES NO SOMETIMES

6. If I decide to get married, I will not have to support myself.
YES NO DON'T KNOW

7. It is important for me graduate from high school.
YES NO DON'T KNOW

8. I think it would be appropriate for a woman to be president of the United States.
YES NO DON'T KNOW

9. I think women should be able to work in any job they choose, even if the job is one usually held by men.
YES NO DON'T KNOW

10. I go along with what my boyfriend wants, even if I disagree.
YES NO SOMETIMES

11. I daydream about my future.
YES NO SOMETIMES

12. I know what steps to take to make my dreams come true.
YES NO SOMETIMES

13. I think about avoiding pregnancy.
YES NO SOMETIMES

14. I would use birth control if I had sex.
YES NO SOMETIMES

15. My decisions are based on what I want to do, rather than on what others want me to do.
YES NO SOMETIMES

ATTITUDE INSTRUMENT

Please circle the answer that best describes how you <u>feel</u> about each statement: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

1.	I have a plan for my future.	SA	A	U	D	SD
2.	My life is controlled by other people.	SA	A	U	D	SD
3.	I feel good about what I have done with my life.	SA	A	U	D	SD
4.	I can keep other people from hurting me.	SA	A	U	D	SD
5.	I will probably never have an interesting job.	SA	A	U	D	SD
6.	My plans never seem to work out right.	SA	A	U	D	SD
7.	Planning a career for myself is a waste of time.	SA	A	U	D	SD
8.	I am proud of my accomplishments.	SA	A	U	D	SD
9.	Women have many job opportunities.	SA	A	U	D	SD
10.	Setting goals helps me know what to do.	SA	A	U	D	SD
11.	I wish I were a man.	SA	A	U	D	SD
12.	I lose all control when I am angry.	SA	A	U	D	SD
13.	Other women are very important to me.	SA	A	U	D	SD
14.	The direction of my life is beyond my control.	SA	A	U	D	SD
15.	Men get all of the good jobs.	SA	A	U	D	SD
16.	I have control over my future.	SA	A	U	D	SD
17.	More education will help me get the job I want.	SA	A	U	D	SD
18.	I wish someone would tell me what to do with my life.	SA	A	U	D	SD
19.	Women are less capable than men.	SA	A	U	D	SD
20.	I can do anything if I make up my mind to do it.	SA	A	U	D	SD

NAME: _____

KEY

ATTITUDE INSTRUMENT

Please circle the answer that best describes how you <u>feel</u> about each statement: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

		4	3	2	1	0
1.	I have a plan for my future.	(SA)	A	U	D	SD
		0	1	2	3	4
2.	My life is controlled by other people.	SA	A	U	D	(SD)
3.	I feel good about what I have done with my life.	(SA)	A	U	D	SD
4.	I can keep other people from hurting me.	(SA)	A	U	D	SD
5.	I will probably never have an interesting job.	SA	A	U	D	(SD)
6.	My plans never seem to work out right.	SA	A	U	D	(SD)
7.	Planning a career for myself is a waste of time.	SA	A	U	D	(SD)
8.	I am proud of my accomplishments.	(SA)	A	U	D	SD
9.	Women have many job opportunities.	(SA)	A	U	D	SD
10.	Setting goals helps me know what to do.	(SA)	A	U	D	SD
11.	I wish I were a man.	SA	A	U	D	(SD)
12.	I lose all control when I am angry.	SA	A	U	D	(SD)
13.	Other women are very important to me.	(SA)	A	U	D	SD
14.	The direction of my life is beyond my control.	SA	A	U	D	(SD)
15.	Men get all of the good jobs.	SA	A	U	D	(SD)
16.	I have control over my future.	(SA)	A	U	D	SD
17.	More education will help me get the job I want.	(SA)	A	U	D	SD
18.	I wish someone would tell me what to do with my life.	SA	A	U	D	(SD)
19.	Women are less capable than men.	SA	A	U	D	(SD)
20.	I can do anything if I make up my mind to do it.	(SA)	A	U	D	SD

The maximum score for this instrument is 80 points (4 points for the "best" right answer to 0 points for the most inappropriate answer)

Developed by Dr. Eileen R. McCormick, Educational Operations Concepts, Inc. 1773 Skillman West, St. Paul, MN 55113

A-3

NEW PASS

EVALUATION OF SESSION #_____

1. DID YOU LIKE THIS SESSION?

2. WHAT DID YOU LIKE THE MOST?

3. WHAT DID YOU LIKE THE LEAST?

4. WHAT WOULD YOU CHANGE IN THIS SESSION?

5. WHAT DID YOU LEARN?

6. OTHER COMMENTS?

CONTRACT WITH NEW PASS

I WILL ATTEND ALL 20 SESSIONS.

I WILL BE ON TIME FOR EVERY SESSION.

I WILL CALL THE GROUP LEADER OR PARENT AIDE 2 HOURS BEFORE THE SESSION, IF I WILL BE LATE OR UNABLE TO COME.

I WILL TREAT ALL PEOPLE INVOLVED IN THE PROGRAM WITH RESPECT.

I WILL DO THE BEST I CAN TO PARTICIPATE IN ALL GROUP ACTIVITIES.

_____ _____

Participant Date

optional:
For your satisfactory progress in this program, you will receive $10 at midterm and another $20 and a certificate of completion at the end of the program.

_____ _____

Signature (program staff) Date

This contract is valid from_____ to_____.

Birth	10	20	30	after 30

(Birthday)

DECISION MAKING PATTERNS*

1. Escape Pattern

Definition: Choosing an alternative to avoid the worst possible result.
Example: You do not go to a party because you are afraid no one will ask you to dance.

2. Safe Pattern

Definition: Choosing the alternative that is most likely to bring success.
Example: You take an art class knowing you are a good artist, rather than taking another subject in which you do not know how well you will do.

3. Impulsive Pattern

Definition: Giving the decision little thought or examination; taking the first alternative; not looking before you leap.
Example: You buy some clothes without determining whether you can afford them or if you need them.

4. Conforming Pattern

Definition: Letting someone else decide, or giving into group pressure.
Example: You go to a party because your friend wants to go.

5. Planning Pattern

Definition: Thinking about a decision and what will happen as a result.
Example: You decide to take a job with a company with much potential for advancement.

6. Intuitive Pattern

Definition: Making a choice on the basis of vague feelings, or because "it feels right."
Example: You take a job because you like the surroundings; you don't inquire about salary, responsibility, or promotion.

* Adapted from Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Copyright Girls Club of Santa Barbara. Reprinted with permission of Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102.

Examples of Nontraditional Jobs for Women:

Air-conditioning, Refrigeration, & Heating Mechanic
Airline Maintenance Worker
Auto Body Repairer
Automobile Painter
Computer Programmer
Phone Equipment Installer
Phone Equipment Repairer
Cable Television Installer
Electric Sign Repairer
Inspector (mfg.)
Local Transit Bus driver
Photographic Laboratory Occupations
Plumber & Pipefitter
Surveyor & Surveying Technician
Appliance Repairer
Building Custodian
Drafter
Electrician
Farm Equipment Mechanic
Machine Tool Setup Worker
Machinist
Ophthalmic Laboratory Technician
Police Officer
Pollution Control Officer
Power Truck Operator
Firefighter
Roofer
Real Estate Agent/Broker
Tool-and-Die Maker
Engineering and Science Technician
Forestry Technician
Insulation Worker
Maintenance Worker
Sheet-metal Worker
Television & Radio Service Technician
Truck and Bus Mechanic
Truck Driver
Bartender
Cement and Terrazzo Worker
Chef
Corrections Officer
Glazier (construction)
Iron Worker
Radiologic (x-ray) Technician
Tilesetter
Operating Engineer (construction machinery operator)
Lithographer (Offset Printer)
Computer Service Technician
Laborer
Boilermaker
Business Machine Repairer
Janitor
Landscaper
Welder
Security Guard
Electronics Technician

RANK YOUR VALUES*

Decide which of the following values is most important to you and which is the least important. Write the number 1 by the value most important to you, number 2 by the value second most important to you, and so on until you finish the list.

__ Doing only what my religion says I should do.

__ Making it on my own.

__ Having good health all my life.

__ Getting a job I like.

__ Having children.

__ Not doing anything to hurt my parent or parents.

__ Having a good sexual relationship.

__ Having a partner who really loves me.

__ Getting the best education I can.

__ Making a lot of money.

__ Being artistic or creative.

__ Being popular with my friends.

__ Getting married.

__ Making new friends.

Is there a value particularly important to you that wasn't on this list?

* Adapted from Life Planning Education, A Youth Development Program, The Center for Population Options, Washington, D.C.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with CRITICISM, she learns to CONDEMN.

If a child lives with HOSTILITY, she learns to FIGHT.

If a child lives with RIDICULE, she learns to be SHY.

If a child lives with JEALOUSY, she learns to feel GUILTY.

If a child lives with TOLERANCE, she learns to be PATIENT.

If a child lives with ENCOURAGEMENT, she learns CONFIDENCE.

If a child lives with PRAISE, she learns to APPRECIATE.

If a child lives with FAIRNESS, she learns JUSTICE.

If a child lives with SECURITY, she learns to have FAITH.

If a child lives with APPROVAL, she learns to like HERSELF.

If a child lives with ACCEPTANCE and FRIENDSHIP, she learns to find LOVE in the world.

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Walter Naumer
Chairman

Ted Sanders
State Superintendent of Education

An Equal Opportunity/Affirmative Action Employer